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ABSTRACT

Achievement and enrollment information for the Kansas City Middle School of the Arts (Missouri) is evaluated in this report that covers the first four years of the implementation of a magnet theme for the school. Primarily, achievement and enrollment are measured by trends in student integration and standardized test scores. The tests for which scores are evaluated are the Iowa Test of Basic Skills, Degrees of Reading Power, and the Missouri Mastery and Achievement Tests. It is reported that achievement trends for minority students at the school have remained lower than those of non-minority students and generally below state and national norms as well. It also is reported that a trend of increasing minority enrollment in the school is observed, indicating that progress toward desegregation is not being achieved. A number of tables and figures appear throughout the report. An appendix listing special achievements and scholarships obtained by students of the school also is included. (DB)

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ED349228

Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet

1990-1991

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Program Evaluator

August 1991

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Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts

1990-1991

Introduction

The Kansas City Middle School of the Arts (formerly New Paseo Middle School of the Visual and Performing Arts) has completed its fourth year of magnet theme implementation. As specified in the *Long-Range Magnet School Plan*, hereafter referred to as the Long-Range Plan (Hale and Levine, 1986), evaluation of the fourth and fifth years of program implementation will be achievement and enrollment summaries only. A presentation of these data through four years of implementation (1987-1991) follows a brief discussion of the arts program and a description of the evaluation design.

Program Description

During the first four years of implementation, the Kansas City Middle School of the Arts (KCMSA) has been located in the former Jewish Community Center in the southern part of the school district. The new building, which is situated adjacent to the New Paseo High School of the Fine and Performing Arts on the original grounds of Paseo High School, is scheduled for completion August, 1992. The Long-Range Plan hopes that the KCMSA will attract students presently enrolled in private schools offering a curriculum emphasizing arts and culture.

The intent of the KCMSA is to provide students "...with an educational program of in-depth exploration and/or pre-professional training in one or more of the arts areas: creative writing, dance, music, theater, technical theater, and the visual arts..." while offering challenging academic programs through an innovative curriculum focusing on the visual and performing arts (Kansas City Middle School of the Arts Planning Outline, 1987).

The KCMSA magnet program was implemented as a new school in 1987-1988 and enrolled sixth and seventh grade students. A full middle school complement of sixth through eighth grades was realized in the 1988-1989 school year.

Evaluation Design

The achievement of the magnet program at the KCMSA through four years (1987-1991) of implementation and enrollments, including the 1991-1992 school year, are evaluated. Primarily, these program attributes are measured by temporal trends in integration and standardized test scores.

Student achievement is measured by end of the year standardized tests. For the KCMSA, these tests are the Iowa Tests of Basic Skill (ITBS), Degrees of Reading Power (DRP), and the Missouri Mastery and Achievement Tests (MMAT). In effort to elucidate achievement performance throughout four years of implementation, the results of cohort analysis and of analyses of covariance using ITBS data are presented.

The KCMSA is categorized a "new" as opposed to a traditional to magnet in the magnet school plan for the Kansas City, Missouri School District. As a new school, the enrollment goals were 60% minority and 40% non-minority for each grade. Thus, the success of the magnet program to effect desegregation is evaluated in the present report using the 60% minority enrollment goal. Also, since KCMSA is considered a new school, the first year of implementation is treated as the baseline year (rather than the year prior to implementation as with formerly traditional schools). The baseline year gives perspective to the magnet theme implementation data. The reported enrollment figures are taken from student membership data reported to the district on the fourth Wednesday in September of the school year.

Results

Achievement

ITBS. Achievement data for the baseline year and the three proceeding years of magnet theme implementation are presented. Scores in the subtests of reading, language and math for minority and non-minority groups are given. The percentile ranks reported are calculated from mean grade equivalent scores and indicate the relative performance of students as compared to the 1985 national norms. Trends in ITBS scores through time are examined using cohort analyses. Also, the academic achievements of KCMSA students are compared to a sample of students from other magnet middle schools using analysis of covariance.

ITBS scores throughout four years of implementation are presented in Table 1. District averages and national norms are listed for reference. Scores from the most recent testing were lower than those of previous years in all grades and most subtests. Current year reading scores

Table 1

Kansas City Middle School of the Arts
Iowa Tests of Basic Skills Reading, Language, and Math
Percentile Ranks - Spring 1988, 1989, 1990, 1991

	Reading					Language					Math				
Grade Ethnicity	1988	1989	1990	1991	Dist. 1991	1988	1989	1990	1991	Dist. 1991	1988	1989	1990	1991	Dist. 1991
Sixth															
Minority	34	38	34	30	33	46	45	44	43	39	37	37	31	29	34
Non-Minority	63	50	59	59		70	53	60	65		65	52	43	53	
Seventh															
Minority	39	39	42	35	38	48	54	47	43	43	40	33	30	25	34
Non-Minority	69	69	56	59		67	77	60	62		57	61	50	45	
Eighth[1]															
Minority	---	40	38	39	39	---	47	47	43	44	---	35	33	27	34
Non-Minority	---	64	66	57		---	64	71	54		---	57	57	40	

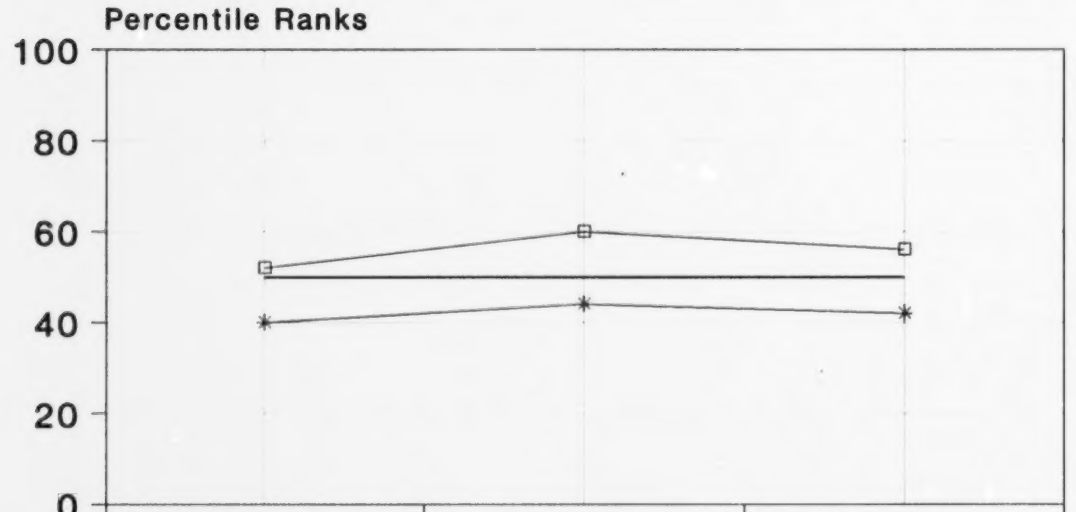
1 Eighth grade not tested in the 1987-1988 school year.

for minorities were below the national norms and met (eighth grade) or fell below (sixth and seventh grades) district norms. Non-minority reading scores were above district and national norms. Language scores for both minorities and non-minorities met or exceeded district norms in all grades, excluding minority eighth grade. Minority scores fell below and non-minority scores above the national norms in language. KCMSA minorities did not meet district or national norms in math. Non-minority students scored above district norms in math, but only the sixth grade exceeded national standards.

Table 1 describes a trend of declining scores since the first year of implementation regardless of subtest, grade, and ethnicity. An examination of the cohort with the most years of magnet experience reveals a different trend, however. The 1989 sixth grade cohort of students were in the eighth grade during the 1990-1991 school year. A longitudinal study of the ITBS scores of this long term cohort provides a reliable measure of the impact of the magnet program on student achievement. Results of the ITBS tests for the 1989 sixth grade cohort for three years of magnet experience are presented in Figures 1 through 3. These data describe slight improvements in reading and language scores and a drop in math scores through time. Also, the non-minority sixth grade cohort outperformed the minority cohort every year

FIGURE 1

ITBS Reading Achievement
1989 Sixth Grade Cohorts KCMSA

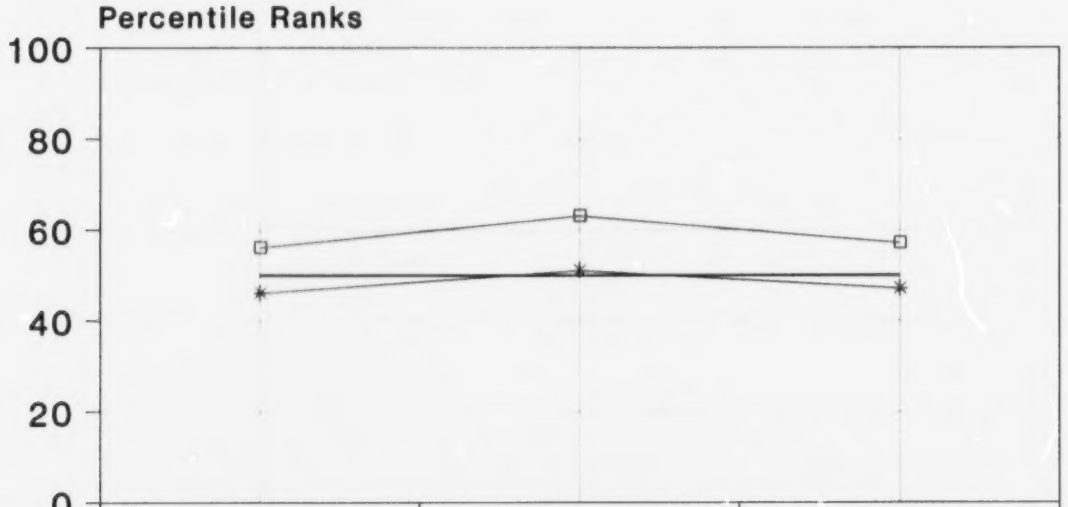


	Sixth	Seventh	Eighth
Minority	40	44	42
Non-minority	52	60	56
National	50	50	50

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 2

ITBS Language Achievement
1989 Sixth Grade Cohorts KCMSA

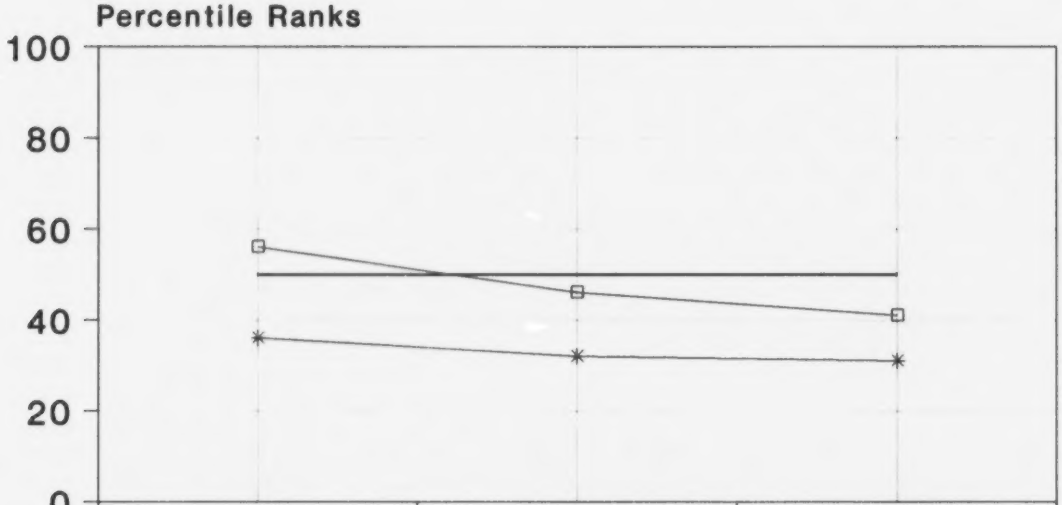


	Sixth	Seventh	Eighth
Minority	46	51	47
Non-minority	56	63	57
National	50	50	50

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 3

ITBS Math Achievement
1989 Sixth Grade Cohorts KCMSA



	Sixth	Seventh	Eighth
Minority	36	32	31
Non-minority	56	46	41
National	50	50	50

Note:Percentile ranks were converted from mean grade equivalent scores.

and in every subtest. Except for the two latest math tests, non-minority cohort scores in each subtest were above the national norms.

In order to examine differences in the ITBS scores of the KCMSA students and other middle school students a random sample of the district's magnet middle school students was selected at each grade to produce comparison groups. (All middle schools in the district currently are magnet schools making a comparison between KCMSA students and traditional middle school students impossible.) As a means of compensating for pre-existing differences in achievement between the comparison groups when they entered the 1990-1991 school year, scores on the Cognitive Abilities Test (CogAT) were used as the covariates. Analysis of covariance procedures with grade equivalent ITBS scores as the measure of achievement were performed. The adjusted mean scores were converted to percentile ranks for presentation.

The results of the analyses are presented in Table 2. Adjusted scores in reading and language were higher for KCMSA students than the comparison group. Differences were statistically significant only in sixth grade language. Math scores were higher for the comparison group relative to KCMSA students, except for sixth grade. Seventh and eighth grade comparison students had significantly higher math scores as compared to KCMSA students.

DRP. The Degrees of Reading Power Test (DRP) measures reading comprehension and is used primarily as a diagnostic test to match appropriate instructional materials with a student's reading level. Test results are reported at three levels: independent, instructional, and frustration. DRP units reported are instructional level mean DRP scores and the percentile rank compared to the national norms.

Results of the current year administration are in Table 3. KCMSA sixth and eighth grade students scored one DRP unit above the district norms and the seventh graders scored one DRP unit below the district norms.

MMAT. Results of current year MMAT scores in English/language arts and math as well as district and state averages are given in Table 4. The tests are administered to grades three, six, eight and ten. KCMSA students did not exceed state averages in either subtest. District averages were exceeded in English/language arts for both the sixth and eighth grades. The sixth graders also scored above the district average in math. According to the *Missouri Masterery & Achievement Test Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990), meaningful strengths or weaknesses between groups can be assessed using the average student error of measurement of 25. This criterion

Table 2

Summary Data Comparing KCMSA Students and Randomly Selected Magnet Middle School Students

Test Grade	KCMSA	Magnet Middle	Probability
Reading			
Sixth	42	32	.18
Seventh	41	34	.47
Eighth	46	35	.48
Language			
Sixth	58*	31	.00
Seventh	51	38	.46
Eighth	47	40	.78
Math			
Sixth	39	34	.82
Seventh	29	38*	.00
Eighth	28	30*	.02

Note: Data presented are adjusted mean scores which were converted from grade equivalents to percentile ranks. Analyses were conducted using the Cognitive Abilities Test as the covariate.

* Denotes the difference between KCMSA magnet and other magnet middle schools was significant at $p < .05$.

Table 3

Kansas City Middle School of the Arts Degrees of Reading Power Mean Scores and Percentile Ranks, 1991

	KCMSA		District	
Grade	Mean DRP	Percentile Rank	Mean DRP	Percentile Rank
Sixth	52	29	51	26
Seventh	56	32	57	35
Eighth	61	36	60	33

Table 4

Kansas City Middle School of the Arts
Missouri Mastery & Achievement Tests
Average Scale Scores, 1991

	English/Language Arts			Math		
Grade	KCMSA	District	State	KCMSA	District	State
Sixth	256	225	296	286	267	347
Eighth	284	272	318	266	270	331

suggests that KCMSA students were weak in English/language arts and math when compared to the state. Meaningful differences between KCMSA and district students occurred only in sixth grade English/language arts.

Special Achievement/Scholarships. Another perspective of achievement of the KCMSA students is gained from their involvement in the community and participation in scholastic competitions. A listing of special achievements, as provided by school leadership, is in Appendix A. KCMSA students have competed in numerous and varied contests during the year. These included speech, forensics, art exhibits, and writing. Many students were awarded prizes for their work and some earned summer scholarships.

Enrollment

Program capacity data for the 1990-1991 school year are presented in Table 5. KCMSA operated 8% below capacity and there was room for more students in all grades except sixth. Total enrollment has grown 20% since 1988-1989, the first year all grades entered KCMSA.

Enrollment throughout four years of magnet theme implementation are in Table 6. The 1990-1991 court-ordered enrollment goals were not met, and a trend of increasing minority enrollment is observed through time. The sixth grade did not maintain the 60% minority enrollment goal achieved in 1987-1988. KCMSA enrollment appears to have stabilized at a racial composition within 3% of the desegregation objective.

Summary

KCMSA enrollment was 8% below program capacity. Minority enrollment goals were not met, but each grade was within 3% of goal. Throughout four years of theme implementation,

Table 5

Kansas City School of the Middle Arts
Program Capacity and Actual Capacity
1990-1991

Grade	Program Capacity[1]	Actual[2]	Difference	Percent of Capacity
Sixth	188	192	+ 4	102%
Seventh	188	158	-30	84%
Eighth	194	176	-18	91%
Total	570	526	-44	92%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admission's Office when placing students in magnet program.

2 From *September 26, 1990, Student Membership* (Research Office, 1990).

a trend of increasing minority enrollment was observed indicating that progress toward desegregation is not being achieved.

Achievement outcomes measured by ITBS scores for the minority students enrolled in the KCMSA over four years of implementation have remained below national norms. Minority sixth and seventh grade students met or exceeded district norms only in the language subtest. Scores for non-minority students were above district norms. National norms were exceeded also, with the exception of math. Analysis of the 1989 sixth grade cohort, which yields longitudinal data for three years of theme implementation, revealed a trend of slight improvements in reading and language scores and a decline in math scores. The non-minority sixth grade cohort outperformed the minority cohort every year and in every subtest. Results of analyses of covariance with other magnet middle schools students as a comparison group indicated statistically significant differences in language between the groups in favor of KCMSA sixth graders. A statistically significant difference was found between the comparison group math scores for seventh and eighth grade and KCMSA students. DRP scores for the current year indicate reading skills above the district norms for KCMSA sixth and eighth grade students, with seventh graders slightly below district norms. Compared to the district, a meaningful weakness existed in KCMSA sixth grade English/language arts skills as measured by the MMAT.

Table 6

Kansas City Middle School of the Arts
Minority and Non-Minority Enrollment

	1987 - 1988				1988 - 1989				1989 - 1990				1990 - 1991			
	Minority		Non-Minority		Minority		Non-Minority		Minority		Non-Minority		Minority		Non-Minority	
Grade	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sixth	72	60%	48	40%	117	60%	77	40%	76	64%	42	36%	120	63%	72	38%
Seventh	78	64%	44	36%	72	59%	51	41%	111	63%	64	37%	100	63%	58	38%
Eighth	---	-----	---	-----	76	63%	44	37%	73	62%	44	38%	110	63%	66	38%
Total	150	63%	92	38%	265	61%	172	39%	260	63%	150	37%	330	63%	196	37%
Grand Total	242				437				410				526			

Note: Percentages are rounded to the nearest whole percent. Enrollment data taken from the *September 29, 1987 Student Membership* (Research Office, 1987); from the *September 28, 1988 Student Membership* (Research Office, 1988); from the *September 27, 1989 Student Membership* (Research Office, 1989); and from the *September 26, 1990 Student Membership* (Research Office, 1990).

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Hale, P.D. & Levine, D.U. (1986). *Long-Range Magnet School Plan*. Kansas City, MO: Kansas City, Missouri School District.

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APPENDIX A

SPECIAL ACHIEVEMENT/SCHOLARSHIPS

attachment 3

SPECIAL ACHIEVEMENT/SCHOLARSHIPS

JUNE, 1990

School: KCMSA Date: June 4, 1991

Principal: Roger C. Williams, Jr.

SPECIAL ACHIEVEMENT/RECOGNITION:

Student Art Exhibit at Folly Theatre - Nov. 19 - Dec. 27
- Alysan Hall
- Chuck Jones
- Kevin Jones
- Jerret Ross
- Michael Wilcox

St. Pauls' Episcopal Speech Contest
- Celene Aguilar - 1st place - Public Speaking
- Earnestine Boles - 3rd place - Oral Interpretation

Scholastic Art Winners - All works displayed at Two Pershing Square
- Chuck Jones - Blue Ribbon - Entered in National student exhibit in New York
- Antonio Atkins - Gold Key
- Kevin Kenton - Gold Key
- John Townsell - Gold Key
- Brandon Askew - Honorable Mention
- DeAntonio Brown - Honorable Mention
- Adrienne Clayton - Honorable Mention
- Jeannette Nienke -Honorable Mention
- John Townsell - Honorable Mention
- Damon Troutman - Honorable Mention

Duke University Talent Identification Program
- Tim Raab - honored for academic achievement - received scholarship for summer program

St. Elizabeth's Forensic Contest
- Dannye Thompson - 3rd place - Oral Interpretation
- Mamie Parris - 1st place - Informative Speech
- Kelly Constable - 3rd place - Original Experience
- Celene Aguilar & Elizabeth Whitehead - 1st place Acting Duet
- Alysan Hall, Nola Sorey, Stephanie Singer, Celene Agular, Lisa Molix, & Elizabeth Whitehead 3rd place - Improvization

Paseo Academy Forensic Tournament
- Kelly Constable - 1st place - Original Humorous Interpretation
- Celene Agular & Dannye Thompson - 2nd place - Duet Acting
- Yolanda Emery - 3rd place - Original Humorous Interpretation

Metropolitan Area Writing Contest
- Monica Webster - 1st place
- Dannye Thompson - Honorable Mention
- Nikisha Adams - Honorable Mention
- Jamie Barker - Honorable Mention

Delta Sigma Theta (Lambda Epsilon Chapter) - "Say no to Drugs" Writing Contest
- Mikisha Adams - Winner
- Nicole Berry - Winner
- Monica Webster - Winner
- Krista Crockett - Winner
- David Williams - Winner
- Emily Howard - Winner

Nelson Atkins Gallery Art Exhibit

Nghi Phan	Jerrot Ross
Kevin Kenton	Chuck Jones
Adrianne Clayton	Andy Priest
Allyson Hall	Paul Olvera
Ben Jones	Michael Wilcox
Kathie Garcia	Anthony Rea
Erik Kennedy	Leto Blackman
John Townsell	Gary Barber

Special Performances
- Tucker Slough - A Christmas Carol - Missouri Rep
  Slavic Tales - Pocket Theatre
  National Wal-Mart Commercial
- Toby Nettle - Amahal & the Night Visitors - Leading Role

SPECIAL RECOGNITION - KCMSA FACULTY

Tom Ransom - Engineered and produced a Christmas recording entitled, "A Classical Christmas" Released on Eclipse Record label

Carol Warren - Presenter - National Science Teacher Association Convention
Title - "Microviewers- A Must"

Betty Hutson - Exhibiting Artist at the 11th Annual Heartland Art Fest - 4 acrylic painting were selected for exhibit at the Heartland East Hospital

Richard Bay - Presenter - Missouri Art Education Association
-Artist-in-Residence - Sedgewich Middle School - Hartford Conneticut
-Nominated for Art Educator of the Year by the Missouri Art Education Association

Ron Meyer - Performed as Dracula in "Dracula, First Blood" - Martin City Melodrama
-Directed "Fantasticks" at Lee Summit Community Theatre
-This summer at CMSU will direct - "Slapstick" and perform Waldgrave in "The Nerd" and the dentist in "Little Shop of Horrors"

Anola Pickett - Presenter - Writing workshop at the Young Writers Conference
-Participated in a reception honoring area authors in Topeka, Ks.
-Visiting Author - Odessa, Mo. School District

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-Author-in-Residence - Liberty Missouri Schools
-Took part in the Hale Cook Elementary School Young Authors Day

JoAnn Harris - Chair of committee of sic who wrote The Learning Disabilities Handbook for the K.C. Mo School District

Louisa Beilan - This summer will choreograph "Fiddler on the Roof" for Johnson County Parks & Rec.

Lisa Faia & Tom Ransom - Featured in the Learning Exchange's May Newsletter profiling the innovative uses of computer technology in the classroom. Ms. Faia teaches a Hypercard class and Mr. Ransom teaches a Music Theory & Composition class. Both classes are very unique in our Nation.

Ingrid Hadley - Director/choreographer of K.C. Mo. District Dance Company

ARTISTS-IN-RESIDENCE

Percussion Workshop
Doug Niedt - Performance Classical Guitar
Paul Mesner - Performance - Puppetry
K.C. Percussion Quartet - Performance
Marty Kraft - Environmentalist
Danny Cox - Acting & Creative Writing Workshop
Beverly Nichols - Visual Arts workshops
State Ballet of Missouri - Performance
McFadden Brothers - Performance & workshops
Geneva Price - Vocal/Jazz workshops
K.C. Jazz Quartet - Performance
K.C. Jazz Quintet - Performance
Tommy Ruskin Trio (Jazz) - Performance
Sharon Quimby - Ice Ceramist - Visual Art workshops
Holly Hughes - Soft Wall Sculptures - Visual Arts workshops
Tale Winds - Woodwind Quartet & Puppetry
Lamby Hedge & Martin English - Theatre Workshops
Brian Wendling - Street Theatre
Vivian Watts - Dance workshops
Karen Hutchinson - Performance - piano
Gary Deloutsch - Alvin Ailey - Dance workshops

FIELD TRIPS

Tivoli Theatre
Nelson Art Gallery- series
"Faces" Graphics Exhibition
Shriner's Circus
Shetauqua - UMKC
Mornings with Music
Water Co.
Peter & the Wolf
American Royal
Alvin Ailey - Folly Theatre
Miniature Museum
Penn Valley Community College - 7th grade retreat
Planitarium - Southwest High School

Theatre for Young America
Anything Goes - Olathe North High School
Architecture Design Study - Crown Center
Children's Literature Festival - CMSU
HMS Penafore - Lyric Opera
Symphony
Plaza Art Walk
Unseen City Exploration
Children's Library
Recycling Co.
Rain Forrest - Topeka
Olathe Daily News
Historic K.C. Tour
Science Oympiads
Science Fair

SPECIAL STUDENT PERFORMANCES

City Hall - Choir & Orchestra
Band & Orchestra District Contest
District Choral Concert
World's of Fun- Choir
Chamber Orchestra - Crown Center
Ground Breaking Ceremony - Band
Wiley & the Hairy Man - KCMSA
The Effect of Gamma Rays on Man-in-the-Moon Marigolds - KCMSA
Babes in Toyland - KCMSA
Holiday Music Concert - KCMSA
Winter Instrumental Concert - KCMSA
Courtyard Poetry Reading - KCMSA
Visual Art Display - KCMSA
Spring Music Concert - KCMSA
Winter Dance Concert - KCMSA
Spring Dance Concert - KCMSA
Caberet Night - Band/Orchestra - KCMSA
KCMSA Sponsored Choral Arts Festival with UMKC
Les Modernes Study Club - St. John's Center
IRS - Show Choir
Spring Instrumental Music Concert - KCMSA
Theatre Night - KCMSA

SUMMER SCHOLARSHIPS

Creative Writing - UMKC - The Greater Kansas City Writing Project
Deidra Tally
Anna Shugrue
Michael Terreros
Anne Brownson
Andrea Clayton
David Williams
Brandi Everitt